

Pupil premium strategy

1. Summary information (as of July 2019)					
School	ALEXANDRA JUNIOR SCHOOL				
PP Lead	Ralf Müller and Danielle Lindop				
PP link governor	Julie Gilson				
Academic Year	2019/20	Total PP budget	132,000	Date of most recent PP Review	4-4.17
Total number of pupils	213 at Oct census	Number of pupils eligible for PP	99	Date for next internal review of this strategy	May 2020

2. Current attainment		
SATs 2018/19 (provisional): {In brackets: children who have been at AJS through Y3 to Y6}	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national) average)</i>
% achieving ARE in reading, writing and mathematics	31 {40}	71
% achieving ARE in reading	35 {55}	78
% achieving ARE in writing	65 {63}	83
% achieving ARE in mathematics	50 {73}	84
Average progress score in reading	-2.4 {-0.9}	0.3
Average progress score in writing	3.6 {2.5}	0.3
Average progress score in mathematics	-0.7 {-0.6}	0.4

Whole school progress data based on end of year teacher assessment

% of pupils progressing in line with or above expectations

	READING		WRITING		MATHS	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Y3 (22/32)	81	81	91	88	71	81
Y4 (20/18)	90	89	85	89	70	95
Y5 (24/31)	96	100	88	97	92	81
Y6 (26/38)	92	92	96	95	96	100

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low attainment on intake
B.	Delayed oral and written language skills (esp those New to English)
C.	Poor social and emotional skills

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Low attendance by some vulnerable groups within the pupil premium group (esp WOTH)
E.	Low aspirations of both children and their parents
F.	Poor home learning environment and limited life experiences beyond the home.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve attendance for pp pupils	Attendance gap to non-PP is closed by the end of the year. Attendance gap compared to ALL children nationally is narrowing by 1%.
B.	Improve oral and written language skills, especially for those New to English and those with a marked vocabulary deficit	Attainment gap of WOTH to other EAL pupils is closing rapidly in all year groups. Pupils New to English to make accelerated progress in reading. Successful ESB examinations for all PP pupils.
C.	To diminish the attainment difference and improve the progress measure in reading and maths and maintain the above national progress in writing	Pupil premium pupils make better than expected progress at each AP. Teachers and teaching assistants are well trained and deployed effectively to target the needs of the pp pupils
D.	Identified families and pp pupils access the support of the family support workers	Families and pp pupils in crisis have access to trained support workers and counsellors. Regular meetings take place as a result, children are safe and this impacts on improved progress
E.	Improve social and emotional skills	Experts attest improved mental health of pupils in receipt of counselling. That group of pupil shows improved rates of progress in their learning as a result of successful support.
F.	To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts	PP pupils to fully access extra-curricular offers including forest schools, revision club, etc. PP pupils to gain childhood experiences that are to be expected (Alex Promise fulfilled)

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the attainment difference and improve the progress measure in reading and maths and maintain the above national progress in writing	Continue to embed consistent house style pedagogy, especially for reading that is appropriate for the children of our school. Extend the scope of writing to non-narrative genres	Chosen pedagogy proven in our school. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing has been accelerated for underachieving year groups as a result of introducing this pedagogy.	PDMs to train staff on non-narrative genres, vocabulary development, reading strategies. Staff new to role to receive bespoke support by English consultant and English lead. PDM on ESB pedagogy. Regular visit by external English consultants to monitor provision. Provide cover for good practice visits and coaching by good teachers within school and from other schools within the MAT. Frequent PDMs to train staff on desired pedagogy on mastery maths. Triangulation: Internal data analysis, work scrutiny and pupil progress interviews.	HT DHT SL	June 2020
	Train all teachers in effectively teaching Mastery Maths as well as using the English Speaking Board pedagogy to support oracy and introduce whole-school model for explicit vocabulary teaching	Research suggests that pupils need to know 95% of the vocabulary of a text to comprehend, research into cohort' s demographic shoes that deprivation is high and language poverty is severe		HT DHT SL	
	Monitor pupil premium passports, spending and quality of quality first teaching and interventions			HT AHT	

	Targeted small group interventions	The toolkit suggests that small group interventions do provide a proven platform for generating accelerated progress.	Regular monitoring of quality and impact of interventions.	HT Inclusion Lead	After each Assessment Point 2019/20
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve oral and written language skills, especially for those New to English and those with a marked vocabulary deficit</p>	<p>EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.</p> <p>Reading Squad for lowest 20% of readers</p> <p>Reading case studies developed to track progress for pupils working below ARE</p> <p>Agreed whole-school consistent approach on how to teach reading</p> <p>Train all teachers in effectively teaching the English Speaking Board pedagogy to support oracy and introduce whole-school model for explicit vocabulary teaching</p>	<p>Continuous influx of New to English pupils need intensive support and specialised provision to integrate into their new language community to be able to access curriculum. These pupils need additional support for a further 2 years to overcome barriers associated with learning English as a second language</p> <p>EAL pupils make strong progress. This must be substantial progress and integration into the classroom and to the full curriculum needs to be quicker.</p> <p>ESB has proven to be successful in other settings and was recommended by SIP</p> <p>Research conducted by inclusion lead into closing the vocabulary gap</p> <p>Use of the EEF toolkit</p>	<p>Regular monitoring of Allstar group and reading provision</p> <p>Regular progress checks by Inclusion lead</p> <p>Internal data analysis and pupil progress interviews.</p> <p>Further training and monitoring of progress to support EAL lead</p>	<p>Inclusion Lead EAL Lead ESB champion</p> <p>HT Inclusion Leader</p>	<p>June 2020</p> <p>At each AP</p>

<p>Raise attainment for pp pupils who are attaining below ARE or who have made less than expected progress</p>	<p>Highly qualified TA (EAL lead) or class teacher to provide additional small group support for PP and EAL groups.</p>	<p>Individuals make accelerated progress. Small group interventions have a proven positive impact on pupils' achievement.</p>	<p>Internal data analysis and pupil progress interviews. Training provided in delivering the interventions.</p>	<p>Inclusion and EAL lead</p>	<p>June 2020 Each AP</p>
<p>Raise progress and attainment for those pupil premium pupils with previous high attainment</p>	<p>Small group intervention for all those pupil premium pupils who are not on track to reach GD in the subjects they were attaining higher than expected at the end of KS1</p>	<p>Tool kit suggests that small group intervention are an effective way to accelerate progress</p>	<p>HA pupil premium pupils are tracked separately by Inclusion lead and Assessment lead</p>	<p>Inclusion and Assessment Lead</p>	<p>At every assessment point</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance for pp pupils	Target PA children and hard to reach families, who are PP. FSW to implement the revised attendance policy. Early Help initiated on attendance grounds	Early communication with parents about the effects of poor attendance on learning and about the legal framework around low attendance reduces risk of persistent absenteeism	Regular meetings by BPDW lead (Deputy Head) with FSW Joint monitoring and responsibility to target the same families.	DHT	June 2020
To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.	Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week. Focus on pupils who are G&T in music (ROCKSTEADY)	The two wards that mainly provide our pupil population are both areas of high deprivation as local data shows. Children typically have very limited experiences and opportunities to explore or develop new skills. Many children attest that they have never been to a museum, church or attempted something risky.	Monitor ratio of disadvantaged pupils taking part in clubs; encourage pp pupils to join clubs; communicate with parents so that they are aware of extra support towards educational visits	HT and inclusion lead	June 2020

<p>To improve social and emotional health and wellbeing of pupils</p>	<p>Younger minds intervention SOC training Attachment and trauma training Revisit behaviour policy to make it trauma sensitive GROWTH mindset New PSHE scheme (Jigsaw) Family support worker to be trained through the SPARKLES initiative to be able to engage with vulnerable families</p>	<p>Multi agency decision to invest in counselling service for pupils to support emotional wellbeing and readiness for learning. Research shows that socially disadvantaged children are more likely to suffer from additional adverse childhood experiences that in the long run limit their life chances To get ready for SRE curriculum Led by trained social worker – proven to improve early assessment and engagement</p>	<p>Receive weekly updates and impact reports from counsellor. Measure pupil's emotional well-being using standardised tests, pupil observations and internal tracking data. Embed consistent no-blame behaviour strategies</p>	<p>HT – DHT and inclusion lead</p>	<p>June 2020</p>
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6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve quality first teaching and learning support	<p>Continue to embed consistent house style pedagogy, especially for reading and writing that is appropriate for the children of our school. Extend the scope of writing to non-narrative genres</p> <p>Train all teachers in effectively teaching reasoning and problem solving skills in maths and science</p> <p>Monitor pupil premium passports, spending and quality of quality first teaching and interventions</p>	<p>T&L reviews attest strongly improved teaching profile and effective support for learners in all subjects as well as effective interventions.</p> <p>Teacher Assessment data shows improved rates of progress of all underachieving year groups in all subjects</p> <p>Better than expected average progress in most year groups</p> <p>End of KS data shows progress in line with non PP pupils in school for those <i>non mobile</i> children</p> <p>Books show embedded system of challenging pupils regularly to reason and apply maths skills</p> <p>“collected work” books show more variety of genres</p>	<p>Continue to use “barrier plans” as they have led to better communication between teachers and TAs as well as to afternoon learning even better suited to increase progress</p> <p>We will continue with the successful small group interventions and the coaching and mentoring of less experienced staff by their more experienced peers.</p> <p>Newer members of staff will need further coaching and mentoring in our house pedagogy</p> <p>Further improving cross-curricular writing continues to be on the agenda</p> <p>New focus on reading after having been so successful with writing</p>	73,563.75

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve EAL provision and accelerate acquisition of English for those New to English	EAL lead to run intensive New to English program and support / monitor EAL provision in all classes. To produce a provision map to further accelerate progress of all pupils with EAL	The small New –to-English group has helped to settle that group of children into their new environment. The vast majority of these children have made at least expected progress and many show rapid improvements once they are re-integrated into standard English teaching. The provision needed extensive support by inclusion lead and HoS but the resulting provision was identified as strength in recent external T&L review (June 18)	Interventions are less effective where pupils exhibit multiple vulnerabilities esp where poor attendance or punctuality creates additional barriers for learning. There is an additional challenge in meeting the needs of EAL learns after they integrated into mainstream teaching. This type of intervention will continue due to its success and the lack of an alternative to intensive specialised language support.	£4730
Raise attainment for pp pupils who are attaining below ARE or who have made less than expected progress	Highly qualified TA (EAL lead) to provide additional small group support for PP and EAL groups.	Similar to above: the majority of members of these small groups have made at least expected progress but we would have hoped for a higher percentage of pupils to show more accelerated progress.	Interventions are less effective where pupils exhibit multiple vulnerabilities esp where poor attendance or punctuality creates additional barriers for learning. Upon reflection we have decided that this group now has to be targeted by the class teacher	£7,095

iv. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance for pp pupils	Target PA children and hard to reach families, who are PP. Revise role of FSW to implement the revised attendance policy.	Data shows that attendance of pupil premium group has increased over the year by roughly 0.2% to 94.43%. Attendance overall has improved over the course of the year.	Early intervention with families where pupils show poor attendance is key to solve that problem long term. But some of the lowest attending families show high mobility which makes the efforts ineffective when they move on. Compared to pupil premium pupils nationally, the group of PA is particularly large among pupil premium pupils but the overall gap is relatively small as the rest of the pupil premium pupils attend very well.	£22,684.40
To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.	Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week.	Last year the number and breadth of extra-curricular opportunities has increased for all pupils. Participation in extra-curricular clubs has increased for all pupils. The subsidies have helped families whose children are eligible for pupil premium funding to participate in all activities and educational visits on offer.	This extra support has to continue as without school providing certain opportunities many children would be deprived of essential experiences for their personal, social and spiritual development.	£6,375.48

To improve social and emotional health and wellbeing of pupils	Younger minds intervention	Case studies show improved mental health for all pupils who received counselling. In almost all cases this led to improved academic outcomes.	This is a crucial element of removing barriers to learning for many pupil premium pupils, especially LAC.	£3,928
			TOTAL:	118,378.63